

5D+™ Teacher Evaluation Glossary

This glossary is provided to support a common understanding of the language used in the Center for Educational Leadership's 5D+™ Teacher Evaluation Rubric.

All. The emphasis for “all” students is that a preponderance of evidence from the available data shows the teacher including all students.

Broader Purpose. How the learning relates beyond the classroom and is relevant to the world beyond school. This includes the ability to work in teams and independently, to be creative in approaches to problem solving, and to make meaningful contributions to the public good, which are ultimately the foundation for citizenship in a democracy.

Conceptual Understanding. Recognition of the rich relationships among key concepts in the discipline and application of these concepts in various situations.

Content Knowledge. A deep understanding of the theories, principles and concepts of a particular subject.

Differentiation. Learning opportunities, created for students by the teacher, that address students' individual strengths and learning needs.

Dimension. The 5 Dimensions of Teaching and Learning (5D) instructional framework is divided into five dimensions. Each dimension is derived from an extensive five-year study of research on the core elements that constitute quality instruction and are foundational to what expert observers pay attention to in classrooms. The first five dimensions of the 5D+ Teacher Evaluation Rubric align exactly to the 5 dimensions of the 5D instructional framework. They are focused on instruction in the classroom. The sixth dimension of the 5D+ rubric, Professional Collaboration and Communication, is an additional evaluation dimension, based on activities and relationships that teachers engage in outside of instruction. The dimension associated with each indicator appears as the top line in the top box on each page of the rubric.

Frequently. This term conveys that evidence of an indicator is repeatedly observed within a lesson and across lessons. A teacher may occasionally miss opportunities to use the described instructional practice appropriately.

Gradual Release of Responsibility. A learning model in which responsibility for tasks and processes shifts over time from teacher modeling to students practicing independently.

High Cognitive Demand. This term is related to the subdimension Intellectual Work in the 5D instructional framework. It emphasizes solving complex tasks through the use of higher-level thinking (e.g., inferential, analytical and meta-cognitive) across all subject areas.

Indicator. Indicators provide more specific information on each subdimension. Each dimension includes from five to seven indicators. Indicators are found in the second line of the top box on each page of the rubric, after the colon. On page one, for example, the dimension (shown on the top line) is Purpose, the subdimension (the first part of the second line) is Standards, and the indicator (on the second line, following the colon) is Connection to Standards, Broader Purpose and Transferable Skill.

Learning Goal. A measurable achievement aim, based on analysis of formative assessment data, that individual students develop and work towards over time.

Learning Needs of Students. Encompasses all the following parts:

- Academic background: what a student knows and is able to do within a specific discipline.
- Life experience: the events that a student has participated in or lived through.
- Culture: a set of shared attitudes, values, and practices that characterizes a group.
- Language: the level of development of a student's oral and written language(s).

Learning Target. What the teacher wants students to know and be able to do as a result of the daily lesson (in support of unit goals and standards).

Norms for Learning. Expected patterns of behavior on the part of individuals and groups that create an optimal learning environment, for example: listen for understanding. Norms are not the same as classroom rules such as bringing a pencil to class.

Observables. Observables are examples of teacher or student behavior. Possible teacher and student observables are included to help teachers and principals understand the performance level. These are included for illustrative purposes and are not all-inclusive. They are not to be used as a checklist and are not to be counted as a numerical basis for rating the teacher.

Occasionally. This term is used in descriptors of the Basic performance level. It indicates that there was evidence of an indicator, but it was not present in all situations where it was needed.

Over Time. In the dimension Curriculum and Pedagogy, *over time* means that the teacher understands the learning progression of a concept through several grade bands, for example: K-8 or 6-12. In the dimension Assessment for Student Learning, *over time* means over the course of a unit or several units.

Pedagogical Content Knowledge. Teacher has discipline-specific content knowledge and ways of representing and formulating the content that make it comprehensible to others.

Performance Levels. Four performance levels are provided for each indicator. The performance levels increase in specificity of practice, cognitive demand, roles of students, and/or frequency of use from Unsatisfactory to Distinguished. The performance levels are:

- Unsatisfactory: the teacher demonstrates an unacceptable or poor level of instructional practice resulting in delayed or little learning for some students.
- Basic: the teacher demonstrates an essential foundation for instructional practice, using research-based strategies and tools to create learning for all students.
- Proficient: the teacher demonstrates competent and skilled instructional practice, using research-based strategies and tools to create solid learning for all students.
- Distinguished: the teacher demonstrates exemplary instructional practice, using research-based strategies and tools to create optimal learning for all students.

Rarely or Never. Absence of needed teacher action is associated with the Unsatisfactory level. *Rarely* means that it is unusual to see evidence of the indicator in the teacher's practice.

Routines. Students use learning processes so frequently that they can use them automatically, with little or no support from the teacher.

Quality Talk. This term is related to the subdimension Talk in the 5D instructional framework. *Quality* means that effective student conversation is not simply characterized by the frequency of verbal participation, but has specific attributes. *Quality talk* is equitable, purposeful, and supports the construction of new meaning. It focuses on the rigor of student and teacher discourse, including articulating thinking and reasoning using discipline-specific academic language and content knowledge. Students share their thinking with one another, and build and reflect upon their own and one another's analysis and argument in order to create new learning.

Scaffolding. The provision of sufficient support to promote learning when concepts and skills are first being introduced. These supports are removed as students gain understanding and independence.

Standard. An established level of performance for a specific grade level as described by the common core state standards.

Subdimension. Subdimensions are more detailed aspects of the dimension. The subdimension associated with each indicator is shown on the second line in the top box on each page of the rubric, before the colon.

Student Tasks. What students actually do (tasks) that helps them reach the learning target.

Success Criteria. What it will look and sound like, for both teacher and student, if the student hits the lesson learning target.

Teaching Point. The teacher's intentional focus in a particular moment that directs students from where they are now toward the learning target.

Transferable Skill. A skill which can be appropriately applied within and across disciplines.

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